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Newfoundland and Labrador

DEPARTMENT
OF
EDUCATION

CIVICS AND CITIZENSHIP

Outlines
of a
Civics and Citizenship Programme

GRADES I - VIII

Authorized
by
The Minister of Education

C I V I C S A N D C I T I Z E N S H I P

OUTLINES OF A
CIVICS AND CITIZENSHIP PROGRAMME

GRADES I to VIII

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CIVICS AND CITIZENSHIP

AIMS

The over-all objective of a course in Civics and Citizenship should be to prepare the student to make his greatest contribution to the smooth working of a Christian democratic society.

The specific aims of the course may be considered from the point of view of the student (1) as an individual with his own life to live, with his personal desires, hopes and ambitions, and with particular responsibilities to himself; (2) as a worker, who, while engaged in making a living and conscious of his rights and privileges as a worker, is ever mindful of the rights and privileges of other workers and of his responsibilities towards them; (3) as a member of society, who realizes that, in addition to his private life and his vocational contacts, many of his thoughts, words and deeds are concerned with the wider society of which he is a part.

Specific aims from point of view of student:

(A) As an individual

1. To train him in the practice of Christian virtues.
2. To train him to think critically, that he may decide wisely.
3. To strengthen his belief in the importance of will in self-control and self-direction.
4. To help him become increasingly conscious of the dignity and worth of man.

5. To develop in him an interest in and love of beauty and truth.
6. To strengthen his belief in freedom of thought, of speech and of action, within the limits of Christian democracy.
7. To make him aware of his rights, privileges and responsibilities as a human being.
8. To develop in him right attitudes towards success and failure, disappointment and realization.

(b) As a worker

1. To develop in him a strong belief in the dignity of honest labour.
2. To teach him to be co-operative and to live in harmony with others.
3. To develop in him initiative, resourcefulness and a desire to improve the quality of his work and the working conditions of himself and his colleagues.
4. To impress on him the importance of efficiency as a worker (and as a citizen) through safe guarding his own health and that of others.

(c) As a citizen

1. To provide him with a knowledge of and practice in democratic procedures.
2. To train him in common courtesies which society demands.
3. To develop in him social poise and confidence in social settings.
4. To help him see the relationships between various branches of government and to understand the means by which these branches function.
5. To develop in him an awareness and understanding of the various institutions and forces that influence society.
6. To arouse in him a desire to contribute to the improvement of conditions in society.

7. To impress on him the importance of conservation of natural resources.
8. To develop in him an interest in and desire to help citizens of other lands.
9. To help him realize that citizens of other lands are trying to solve problems like those in his own community.

OUTLINE OF A PROGRAMME IN CIVICS AND
CITIZENSHIP

GRADES I - VIII

PART A

SYLLABUS

GRADES I-IV

HOME, SCHOOL, COMMUNITY

1. Making Friends

- (a) Co-operation (playing together - working together)
- (b) Helpfulness (to mother, to father, to teacher, to friend,
to the blind, et al.)
- (c) Kindness (to animals, to birds, to sick friends)
- (d) Thankfulness (to God, to parents, to friends)

2. Health Habits

- (a) Forming good habits of
 - (i) going to bed early
 - (ii) eating good food
 - (iii) observing food rules
 - (iv) correct posture
 - (v) caring for the eyes
 - (vi) brushing the teeth and teeth care.
- (b) Learning the art of cleanliness
- (c) the values of wearing the proper clothing
- (d) The importance and use of a clean handkerchief.

3. Safety Rules

- (a) In play, on the playground, on the beach, and at home
- (b) In crossing the street
- (c) Awareness of fire hazards - What to do in case of fire (fire drill)
- (d) Safety on the bus
- (e) To learn the results of carelessness and thoughtlessness.

4. Good Manners and Courtesy

- (a) Introductions
- (b) "Please" and "Thank You"
- (c) "Excuse Me"
- (d) Speaking clearly
- (e) While visiting the sick
- (f) Proper behaviour in travelling on a bus.

5. Aesthetic Appreciation

- (a) Attractive classroom (cleanliness, pictures, plants, etc.)
- (b) Cleanliness in the park and on the playground
- (c) Care of flowers, gardens, lawns, and forests.

6. Responsibility

- (a) Being punctual
- (b) Proper treatment of books
- (c) Returning thanks
 - (i) to God
 - (ii) to mother, other members of the family, and to friends
- (d) Taking care of property at home, at school, and in the community.

7. Attitude of Patriotism

- (a) To see Canada as a good country
- (b) As a link between Province, Nation, and Commonwealth, learn
 - (i) "Ode to Newfoundland"
 - (ii) "O Canada"
 - (iii) "The Queen"

8. Friends and Helpers

- (a) Mother
- (b) Father
- (c) Farmer
- (d) Doctor

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- (e) Policeman
- (f) Milkman
- (g) Postman
- (h) Dentist
- (i) Caretaker (or Janitor)
- (j) Nurse
- (k) Fireman
- (l) Bus Driver or any person responsible for transportation
- (m) Garageman
- (n) Storekeeper
- (o) Fisherman
- (p) Carpenter
- (q) Lumberman
- (r) Any other people associated with the work in the Community, as priests, ministers, teachers, librarians, et al.

9. Tolerance and Understanding of Others

- (a) Wider viewpoint on peoples of other Nations:
 - (i) How we depend upon them for food, raw materials, fuel, etc.
 - (ii) What we give them in return
- (b) Good relationships between Nations:
 - (i) Sympathetic to their problems
 - (ii) Understanding their ways of life
- (c) Co-operation and understanding will
 - (i) Improve conditions
 - (ii) Make friends
 - (iii) Build trade
 - (iv) Help toward world peace

PART B
GRADES V - VIII
COMMUNITY AND PROVINCE

COMMUNITY

1. Brief History of Community

- (a) When founded
- (b) Occupations of early inhabitants
- (c) Living conditions of early inhabitants
- (d) Growth in population
- (e) Establishment of Churches, Schools, Post Offices
Town Hall
- (f) Growth of local industries.

2. The Health and Welfare of Community

- (a) The Water Supply
- (b) The Fire Department
- (c) The Lighting System
- (d) Inspection of Foods
- (e) Licences to process meats and other foods, and to
open restaurants and snack-bars
- (f) Traffic laws
- (g) Building codes

3. Local Government

- A.
 - (a) Election of Mayor and Councillors
 - (b) Officials and Civil Servants under Local Council
 - (c) Duties of elected and appointed officials and workers.
- B.
 - (a) The meaning and value of the vote
 - (b) Privileges of citizenship
 - (c) Duties of citizenship
 - (d) Taxation
- C.
 - (a) Services provided by local government.

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4. Education in the Community

- (a) Educational organizations -- school, church, youth organizations, service clubs.
 - (i) How these organizations are financed
 - (ii) Particular aims of each organization.
- (b) Growth of educational opportunity through the years.
- (c) Problems facing education today.
- (d) Contribution of pupils to education.
- (e) Correct attitude towards various educational organizations.

5. Other Organizations Working for Good of Community

- (a) Welfare and Social Organizations:
 - (i) How constituted
 - (ii) How financed
 - (iii) Particular aims
 - (iv) Need for public encouragement
- (b) Business organizations:
 - (i) Specific aims
 - (ii) Conditions of membership
- (c) Debating societies, literary clubs, study groups:
 - (i) Purpose of each
 - (ii) Conditions of membership
 - (iii) Value of contribution

6. Leisure

- (a) Meaning
- (b) Importance
- (c) Wise planning of leisure time
- (d) Benefits of leisure wisely spent.

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7. Advantages of Communal life

- (a) Individual obligations for common good
- (b) Improved public health, communications, sports facilities
- (c) Common protection against potential dangers from fire, crime, the elements
- (d) Opportunity for sharing of ideas
- (e) Cultural improvement resulting from membership in various organizations.

8. Economic Life of Community

(a) Local industries:

- (i) Controlled by Federal Government
- (ii) Controlled by Provincial Government
- (iii) Under private ownership

- (b) Percentage of population in various industries
- (c) Conditions of employment in different industries
- (d) Government assistance in encouraging industries

(1) Provincial government

- 1. Grants
- 2. Subsidies
- 3. Leases
- 4. Concessions and monopolies
- 5. Technical advice
- 6. Conservation of natural resources
- 7. Labour laws
- 8. Laws relating to safety in industry

(2) Federal Government

- 1. Conservation of natural resources
- 2. Regulation of conditions of labour
- 3. Research stations
- 4. Tariffs

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9. Improvements Still Needed in Community

- (a) Town planning
- (b) Elimination of slum areas
- (c) Public parks and playing-fields
- (d) Library facilities
- (e) Community buildings -- theatre, town-hall, post-office, etc.
- (f) More active interest in politics
- (g) Greater awareness by the individual of his part in community improvement.

10. Student's Contribution to Betterment of the Community

- (a) Helping to keep community clean
- (b) Protecting private and public property -- parks, fences, trees and flowers, schools, etc.
- (c) Avoiding unnecessary noises in private areas
- (d) Showing an interest in and willingness to help any good cause
- (e) Being kind, considerate and co-operative
- (f) Obeying and helping others to obey the laws
- (g) Following health and safety rules in daily living
- (h) Practising courtesy and good manners in public gatherings and on public vehicles.

PROVINCE

1. Meaning of Province

- (a) Number of Provinces
- (b) Relation to other provinces and central government
- (c) Relation of province to communities that compose it
- (d) Population of province

2. Government of Province

- (a) Electoral districts
- (b) Elections -- how conducted, how often
- (c) Provincial government:
 - 1. Legislature
 - 2. Cabinet
 - 3. Premier

- (d) Responsibilities of elected members
- (e) Privileges of elected members
- (f) Civil Service

3. Duties and Responsibilities of Provincial Government Departments

- (a) Health
- (b) Education
- (c) Highways
- (d) Mines and Resources
- (e) Municipal Affairs and Supply
- (f) Public Welfare
- (g) Economic Development
- (h) Provincial Affairs
- (i) Labour
- (j) Finance
- (k) Attorney General
- (l) Fisheries and Co-operatives
- (m) Public Works

4. Sources of Revenue

- (a) Federal-Provincial tax sharing
- (b) Federal Grants
- (c) Provincial taxes
For example:
 - (i) Sales tax; (ii) Gasoline taxes; (iii) Liquor taxes; (iv) Motor registration and Driving Licenses; (v) Revenues from industries.

5. Education

A. General:

- (1) System of Education
- (2) Administrative machinery
- (3) Methods of financing -- teachers' salaries, scholarships, and school equipment; for example
- (4) Training of teachers
- (5) University
- (6) Curriculum
- (7) Public Libraries
- (8) Vocational Training
- (9) Adult Education

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B. Improvements needed:

- (1) More trained teachers
- (2) Greater educational opportunity
- (3) Buildings and teaching equipment
- (4) Extension of Regional School idea
- (5) Vocational schools and extension services
- (6) Wider interest in education
- (7) Greater interest and initiative on part of students.

6. Transportation and Communications

- A. (1) Road transport
(2) Railways
(3) Steamships
(4) Air transport
- B. (1) Telegraph
(2) Wireless -- radio and television
(3) Telephone
(4) Press
- C. Comparison of early and modern methods of communication.
- D. Improvements still needed in transportation and communication.

7. Economic Life of Province

- A. Main Industries:
- (1) Pulp and paper manufacture
 - (2) Mining
 - (3) Fishing
- B. Minor Industries:
Examples:
- (1) Lumber manufacture
 - (2) Footwear
 - (3) Cement
 - (4) Food manufacture

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C. Other sources of employment

- (1) Provincial and Federal Civil Service
- (2) Provincial and Federal projects
- (3) Business houses
- (4) Trades and professions
- (5) Agriculture
- (6) Light and power companies

D. Obstacles to economic development

E. Capital and Labour -- privileges and responsibilities of each

F. Banking System

G. Relation of economic development to transportation and communication.

H. Relation of economic improvement to social and cultural development

I. Problem of unemployment

J. Co-operative movement

K. Housing problems in growing communities

L. Potential source of economic improvement

